

## Utah CCGP—Guidance Activities Results Report (Large Group) 06-07

### Abstract

The purpose of this study was to determine the effectiveness of a program designed to encourage academic success and reduce junior high retention. The study involved the entire 8<sup>th</sup> grade class of 51 students, 33% of whom were identified as “at risk” for retention. Guidance lessons on promotion and retention were conducted as was a test of promotion and retention knowledge. All students were enrolled in a 9 week study skills class. Additionally those identified as high risk were provided individual and group counseling, monitoring, and after-school classes. Data was analyzed and revealed that students received 46% fewer F’s semester 2 compared to semester 1, and that 30% fewer students received F’s semester 2 compared to semester 1.

Submitted by John Foster, Duchesne High School

Utah CCGP—Closing the Gap Results Report (Small Group) 06-07

Abstract

The purpose of this study was to determine the effectiveness of a program designed to encourage academic success on 15 of the lowest achieving students in the school. The study involved 15 students who were identified based on failing classes the previous year. Students were enrolled at the start of the year in an academic support/study skills class with grade monitoring, homework monitoring, trackers, and teacher mentors. While 33% still received multiple F's, 67% received 1 or no F's during the course of the year. Consensus was that all students benefited from the intervention.

Submitted by John Foster, Duchesne High School

## Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007\*

Submit the Small Group “Closing the Gap” report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Duchesne HS \_\_\_\_\_ District: Duchesne \_\_\_\_\_

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
John Foster	15 low achieving students grades 7-12 identified from past history of failing grades as needing support.	Academic support/study skills class  Grade monitoring  Homework monitoring  Trackers  Teacher mentors	Sept 2006 May 2007	15	All 15 selected are observed to be “at risk” due to failing classes the previous year.	47% received no F’s for the year!  20% received only 1 F for the year  60% improved their GPA over the course of the year.  Even though 33% received multiple F’s, it was still seen as an improvement over where their performance would have been without intervention.	Some students made excellent academic improvement.  They may need continued support next year, particularly the lower achieving participants.

Stan Young \_\_\_\_\_ \_7-9-2007 \_\_\_\_\_  
Principal’s Signature Date

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.